

DOCUMENT RESUME

ED 330 833

CE 057 540

AUTHOR Linder, Kjell
TITLE Functional Literacy Projects and Project Proposals: Selected Examples. A Special Study for the World Conference on Education for All (Thailand, March 5-9, 1990).
INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE Jan 90
NOTE 67p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Basic Education; *Adult Literacy; Citizenship Education; Developing Nations; Foreign Countries; *Functional Literacy; Illiteracy; Job Skills; Job Training; *Literacy Education; National Programs; Nonformal Education; Program Descriptions; Program Proposals; Vocational Education; *Womens Education

ABSTRACT

Part I of this report describes projects in progress in nine countries: Bangladesh (Mass Education through Small Local Organizations), China (Multi-purpose Adult Education Schools and Resource Centres), Ethiopia (Literacy and Post-Literacy Programme), Jamaica (Jamaican Movement for the Advancement of Literacy), Nepal (Training for Vocational Skills through Nonformal Adult Education), Nicaragua (National Literacy Campaign and Its Follow-up), Sierra Leone (Literacy and Civic Education for Women), Somalia (Functional Literacy and Civic Education for Women), and People's Democratic Republic of Yemen (National Literacy and Adult Education Programme). A comparative summary provided for each project outlines objectives, approach, results, literacy use, and UNESCO involvement. A narrative description of the project follows. Part II contains proposals for projects in 11 countries: People's Republic of China (Tibet), Ecuador, Jordan (the West Bank), People's Democratic Republic of Korea, Mongolia, Niger, Papua New Guinea, Sri Lanka, Central America (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama), seven Pacific Island states, and Vietnam. Each proposal consists of these components: country, project title, implementing authority, duration, overall objectives, external funds needed, situation/problem, approach, outputs, and budget. (YLB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

CE 057 540

A Special Study for the

WORLD CONFERENCE ON EDUCATION FOR ALL

(Thailand, 5-9 March 1990)

ED330833



FUNCTIONAL LITERACY PROJECTS AND PROJECT PROPOSALS : Selected Examples

by Kjell Linder

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it

Minor changes have been made to improve
reproduction quality

Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

Linder

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

**FUNCTIONAL LITERACY PROJECTS AND PROJECT
PROPOSALS : SELECTED EXAMPLES**

by

Kjell Linder

January 1990

The views and opinions expressed in this paper are those of the authors
and do not necessarily reflect those of Unesco

Table of Contents

INTRODUCTION	(ii)
PART I: PROJECTS IN PROGRESS	1 - 34
Bangladesh	
China	
Ethiopia	
Jamaica	
Nepal	
Nicaragua	
Sierra Leone	
Somalia	
People's Democratic Republic of Yemen	
 PART II: PROJECT PROPOSALS	 35 - 58
China	
Ecuador	
Jordan (The West Bank)	
People's Democratic Republic of Korea	
Mongolia	
Niger	
Papua New Guinea	
Sri Lanka	
Subregional	
(Costa Rica, El Salvador, Guatemala,	
Honduras, Nicaragua and Panama)	
Subregional	
(Seven Pacific Island States)	
Vietnam	

INTRODUCTION

There are more than 950 million adult illiterates in the world today. About three-quarters of the world total live in Asia, but Africa has the highest illiteracy rate: 52.7%. Eight countries - five in Africa, three in Asia - have an illiteracy rate of more than 75%. Latin America and the Caribbean are relatively better off with 15.2%.

Women are worse off than men. While one-fifth of men are illiterate, the situation for women is one out of three. In fourteen countries - ten in Africa, four in Asia - the illiteracy rate for women is over 80%.

Even though the percentage of illiterates among adults is declining, the absolute number of illiterates is on the increase due to population growth and the sad fact that over 100 million children of primary-school age in the developing countries are not enrolled in school, or drop out before they have become fully literate.

Whether as a cause or consequence, illiteracy goes hand in hand with poverty, and nobody can deny the linkage between education and economic well-being. But literacy alone will not bring about prosperity. Nor will it be sustained, if the ability to read, write and calculate is seen as the end result of the exercise. Literacy needs to be looked at in a much wider context of political, economic, social and cultural development. It must have a function, or rather a set of functions.

A good literacy programme will prepare the learners to carry out those functions in life which require reading, writing and arithmetic. But perhaps even more important, it will make people better equipped to fully participate in community life, to exercise their rights, to fulfil their responsibilities as citizens, and to develop their personality.

Such a comprehensive goal is only possible if literacy and post-literacy are included in a system of continuing adult education.

The following outlines relate a few of the literacy experiences in which Unesco has been involved over the years. Some reflect the kind of functionality advocated above, others may have adopted a more limited approach.

Each experience is summarized with common reference points so that they can be compared, if not in a scientific way, at least for discussion purposes.

Literacy being one of the fundamental rights, its purpose should perhaps not be questioned. To make a person literate is a valid cause in itself. The right to education is inscribed in Article 26 of the Universal Declaration on Human Rights.

In countries like Ethiopia and Nicaragua, illiteracy was to be eradicated as a "social phenomenon", unacceptable to the ideals of the Revolution.

But just as the revolution, or independence, for that matter, can never be an end in itself, literacy can never be sustained in a vacuum. It must have a purpose or function beyond the noble cause. Literacy is a tool which must be put to use, not only once, but from now on in people's lives.

The vacuum "syndrome" is well illustrated in the case of the People's Democratic Republic of Yemen, where, after a most successful literacy campaign, 83% of the learners passed the final test. The campaign was conducted in a spirit of festivity with radio and television, and in fact the whole nation rallying under the banners. But once the feast was over and people found nothing to read that would suit a fresh literate, enthusiasm withered away, and so did the literacy skills, until eventually, literacy was incorporated into an adult popular education programme, with functional links far beyond literacy itself.

The very term "functional literacy" was not always well understood and several definitions have been offered over the years. At the time of the Experimental World Literacy Programme, it was fashionable to see literacy as an entry-point to work and raising productivity. While this may indeed be an important and well-motivating function of literacy it can also be opposed on ethical grounds if economic production and productivity is seen as the only justification for literacy.

Today, functional literacy places Man at the centre of his/her environment and provides one of the means whereby the individual can develop into a full, conscientious and responsible member of society. In this context, people need literacy skills so that they can function in society without having to rely on somebody else to read, write or calculate for them.

The plight of the functionally illiterate is rather well described in a recent publication by the Ethiopian Literacy Campaign Co-ordinating Committee: *)

"Ethiopia was the land of the scribe, upon whom the vast majority of the population depended for written communication. It was also the land of the thumb print, as very few were able even to sign their names on legal documents, or when receiving their wages.

*) The Ethiopian National Literacy Campaign; Retrospect and Prospects. 1979-89 National Literacy Campaign Co-ordinating Committee. Text G.C. Last.

When brought to the courts of the landlords, they were unable to defend themselves, for they could not read or understand the charges against them. In the market place they were exploited by the quick and facile calculations of more literate merchants, and, as petitioners in the office of local governors, they could only speak, for most could not afford to pay the scribe to make a written request, thus initiate the 'file' which was the pre-condition for action.

Illiteracy was therefore not only a widespread state of ignorance and exclusion from the knowledge which might have permitted movement towards a better way of life. It was also a humiliation, practised daily on the broad masses of Ethiopia."

As the attached stories will show, the concept of functionality varies considerably according to the socio-economic and cultural context and according to the goals pursued. Every country has its own priorities, so has each human society in which the literacy programmes operate. In a situation where unemployment is on everybody's mind, it is quite natural that vocational training and skills promotion become the entry-points of functional literacy programmes. In many cases, literacy is a requirement for getting a job, and once employed, reading, writing and calculating skills most certainly add to the quality of performance. This would be true even where the job in itself does not necessarily require such skills. A study conducted as part of the Jamaican experience, showed that many workers did not consider illiteracy a handicap in their work until they had themselves learnt to read and write.

"Learning and earning" is the motto of many village projects which combine literacy with learning how to make products that can be sold to increase the family income. An example from Nepal shows how women not only earned additional income from tailoring, but also learnt to manage personal savings accounts so that one day they will be able to buy their own sewing machine. Coming from poor families, having a bank account of their own also helped to raise their status in society.

Learning to read and write also opens up a whole new source of information, both for the individual and for community groups. Even where newspapers are not yet available, a mother is likely to pick up some useful brochures at the health centre or family planning clinic. Materials which she can bring home and read over and over again, and refer to when her children get sick. Or she may even write for somebody to visit or send her some medicine.

Where women's position in society is weak, and their status low - in spite of their heavy involvement in agricultural production and other important areas of the country's economy - adult literacy programmes may develop as part of a civics education programme. Three countries in our selection have adopted this approach to enable women to become aware and

adopted this approach to enable women to become aware and conscious of their legal rights and civic responsibilities in society. Since women are also mothers, these programmes are likely to have a profound impact on the development of civic attitudes among children and youth, who will grow up to become the adults of tomorrow.

Yet other projects see personal fulfilment as an area where the ability to read, write and reckon is indispensable. To encourage and develop talent should not be restricted to the educated elite, whether this talent expresses itself in the form of art, craft, literature or music, or the management of one's own small business.

Whatever the functionality, whichever entry point reading, writing and arithmetic take into society, the people who are to learn and use those skills must be assured that their time and effort (and money) is not wasted. The quality of the courses, the calibre and training of their teachers, whether they are called instructors, moderators or brigadistas, will to a large extent determine the final outcome of the exercise.

Are the learning materials relevant, attractive and interesting for adults? Will the courses and post-literacy materials stimulate further learning? Will the learners, to quote the Nicaraguan farmer in our example, learn how to learn?

Unesco's third Medium-Term Plan, in its chapter entitled "Towards Basic Education for All", sums up the challenge, and sets the following goal for the 1990-ies:

For adults and children, "to acquire literacy in such a way that it prevents the relapse into illiteracy; to acquire sufficient general knowledge ... to participate effectively in the life and activity of their community; and to pursue further learning."

Considering the number of promising projects and programmes already under way, and with many more in the pipeline, it seems like a most functional goal!

PART I : PROJECTS IN PROGRESS

COMPARATIVE SUMMARY

BANGLADESH

National Literacy Programme

Mass Education through Small Local Organizations (METSLO)

1. Objectives

- a) To build an institutional framework for future expansion of the national literacy programme. To make 1.3 million people literate as part of the 3-year project.
- b) To explore various approaches to mass education through small local organisations, co-ordinated by a consortium of NGOs.

2. Approach

- a) Reorganisation of central and district level literacy institutions, including establishment of 27,600 literacy centres and staff training programmes. Workshops to develop literacy and post-literacy materials. Additional activities sub-contracted to NGOs.
- b) Replication of successful on-going mass education systems developed by small local organisations. Establishment of two regional centres to service the programme.

3. Results

- a) Project still in progress.
- b) Various research findings on methodologies and impact, including non-formal education as follow-up to maintain functional literacy. 2,000 literacy teachers trained, 50,000 adults made functionally literate, and 500 local libraries established.

4. Literacy use

Related to family planning information and practice, participation in savings and credit unions, various economic and social potentials and skills.

5. Unesco involvement

- a) International technical adviser for one year. Short-

term international consultants to support national workshops. Study tours abroad for key staff, pre-service training of literacy teachers. Assistance to produce teaching/learning materials.

- b) Guidance to monitoring and evaluation. Technical advice on methodology training and other aspects of the programme through regional adviser on literacy and non-formal education. Procurement of equipment.

BANGLADESH

National Literacy Programme

Mass Education through Small Local Organizations (METSLO)

According to a census carried out in 1981, only thirty per cent of people between the age of 11 and 45 can read and write. For girls and women, the literacy rate is not even half compared with men.

Although elementary education as such has improved considerably over the last decade, still eight out of every ten children in Bangladesh today never complete primary school. Four out of ten never enroll in the first place, and of those six who do, four drop out before completing grade five. It is quite clear that literacy "by the process of attrition" will not happen for quite some time to come.

When Bangladesh embarked on its second Five Year Plan in 1980, there were 56 million illiterate people in the country. An untenable situation, not the least politically, which had to be remedied immediately if possible. A mass literacy programme was started, and failed, as it fell far short of the expected targets.

But even failures can be useful if one is prepared to learn from the mistakes. In the case of the mass literacy programme, the evaluators could point to a number of factors which must be kept in mind when designing a nation-wide operation of this kind. Some points seem deceptively obvious. Literacy centres must have logistic support. All educational institutions must be involved, including religious and those run by NGOs. Post-literacy material must be ready the moment people become literate. And so on.

The recipe is long, but all ingredients point to the need for systematic planning, an area where Unesco has had a great deal of experience, not the least in Asia and the subcontinent. Therefore, when the Bangladesh Government approached the United Nations to support a new literacy scheme under the Third Five Year Plan, Unesco was the obvious choice when it came to executing the project.

With funding from UNDP and Unicef, the new project takes a hard look at the infrastructure needed to plan and implement the National Literacy Programme. A machinery must be built up which can cope with the programme in the long run.

About 1.3 million people are expected to become literate in the next three years as a result of the project. This is of course but a small percentage of the total number of illiterates in the country. But the main thing is that when the literacy programme expands and goes into full scale in 1991 or 92, the country will be far better equipped to make it a success.

The core of the project will be built around a network of literacy centres, 27,600 in all, with 8,000 centres catering specifically for women. In each of the 64 districts, one centre will function as a testing ground for learning materials and teaching methods. There, new teachers will also be trained in actual working situations, with one teacher assigned to supervise and monitor the activities of the other literacy centres in the district.

Experience all over the world has shown that no single approach is suitable for every occasion. This is true where human beings and not machines are involved. Therefore, in addition to establishing the Government-operated centres, NGOs will be invited to submit applications to the Ministry of Education for grants to conduct literacy work within the overall framework of the National Literacy Programme.

In Bangladesh, where the needs are virtually unlimited and the education problems perhaps more complex than in many other societies, non-governmental organizations have a particularly important role to play. This is why, since mid-1988, Unesco is collaborating with a consortium of NGOs, whose dedicated workers all over the country have already had valuable literacy and basic education experience.

The project, also funded by UNDP, is known as METSLO: Mass Education through Small Local Organizations. In operational terms, it is a pilot project, where various approaches are explored and tested for their effectiveness. Not only literacy, but also maintenance of literacy is given attention through follow-up study programmes and the creation of local libraries where the new literates can practise their skills and continue to learn.

As the title implies, non-formal mass education is the central theme in the METSLO project. In this way, it not only complements the National Literacy Programme, but also sets the scene for a national system of non-formal education in its broadest sense.

Half of today's adult population never had a chance to go to school. And as long as the population is growing by two and a half million people each year, formal education will remain a luxury for a fraction of the future citizens. Therefore, some of the most effective on-going mass education systems will be replicated in the METSLO project. Also, since high fertility goes hand-in-hand with illiteracy, the promotion of family planning is an important ingredient in the total approach.

For implementation of project activities, Unesco signed a contract with the Bangladesh Council for Mass Education, representing about fifty non-governmental organizations.

In the case of the National Literacy Programme, Unesco has a resident technical adviser on the project who will assist the Ministry of Education's Office of Mass Education during the initial phase of the programme. International consultants will also take part in national workshops to develop curricula and

learning materials. Study tours will be organised for key Government staff to visit other countries in the region where successful literacy programmes are carried out.

Additional support will be provided under the Unesco regional programme - APPEAL - Asia-Pacific Programme of Education for All.

COMPARATIVE SUMMARY

PEOPLE'S REPUBLIC OF CHINA

Multi-purpose Adult Education Schools and Resource Centres

1. Objectives

To provide comprehensive basic education to adults who had their primary schooling interrupted during the "Cultural Revolution", and to women, whose access to education has been limited due to their traditional role in family life. To train and retrain 40% of the traditional farming population for new occupations in rural community-run enterprises and small businesses.

2. Approach

Multi-purpose adult education schools to offer both formal and non-formal education in response to training and learning needs of each particular community. In the initial phase, pilot centres set up in two provinces. In current project, resource centres to be established to serve and service the above rural adult education schools. Mobile, regular and in-service training of 50,000 adult education instructors per year.

3. Results

Multi-purpose adult education schools established in 13 provinces with the initial pilot centres used as social laboratories for experimenting with new teaching programmes, methods and learning materials. Resource centres and instructor training in process.

4. Literacy use

Needed to perform civic duties in a transforming society. Also required for most jobs in the newly created community-run enterprises which are owned and managed by the peasants themselves.

5. Unesco involvement

Professional advice and technical assistance to pilot scheme in two provinces. Support to training of adult education instructors, design and production of teaching/learning materials, research and experimentation. Organisation of overseas study-tours for key government personnel. Participation in local planning seminars, drawing the attention of policy makers and administrators to the contribution comprehensive adult education programmes can make in the national modernization drive. Fostering a

dialogue between Chinese educators and the international community.

PEOPLE'S REPUBLIC OF CHINA

Multi-purpose Adult Education Schools and Resource Centres

The formidable tasks that challenged China since the revolution have put all conventional solutions to the test. What do you do when 95% of the rural population is illiterate and only one out of five children of school age actually go to school? When no more than 200,000 people, out of a total of 550 million, has had any form of higher education? That was the situation when the People's Republic of China was founded forty years ago.

The answer is reflected in the many novel and innovative concepts that have caught the rest of the world with more than a passing interest: barefoot doctors, little teachers, people-to-people, community self-help, reading circles ... The list is endless. So seemed perhaps also the "long march" to literacy after many ups and downs. In the end, though, the effort will always be remembered as the greatest experiment in mass education in history.

And what do you do today, when the population has doubled to one billion people, many of whom had their basic education disrupted for ten solid years during the "Cultural Revolution"? How do you cope with the enormous training and retraining needs created by the restructuring of the economy?

The present modernization drive seeks to increase the Gross National Product by four times in the next ten years. This will be done with modern methods and technology, which inevitably call for skilled and better educated manpower. This shift towards a "commodity economy" will also result in some 40% of the rural population giving up traditional agriculture to take up new and intellectually demanding jobs in business and industry, mostly small or medium scale "rural community-run enterprises", established, owned and managed by the peasants themselves.

Over the past few years, over 80 million farmers have joined such enterprises, with another 80 million to go, if the 40% prediction holds true. And most of them need to be trained for their new roles.

It is obvious that such a vast number cannot be enrolled in formal schooling. Nor would a conventionally designed vocational training system fit the bill. Again, there was room for innovation, in this case in the form of a pilot scheme, which Unesco was invited to assist under the Regular Programme in 1986-87.

Under this pilot scheme, multi-purpose adult education centres or schools were established in Sichuan and Jilin provinces, with a combined population of 123 million, out of which 55 million were farmers.

An interesting feature of these centres is that the training offered cannot be categorized in a "normal" way. It falls somewhere between formal and non-formal education and is in fact a combination of both. Officially known as "peasant schools for cultural and technological enhancement", the centres are flexible enough to meet the specific educational and training needs of both adults and youth in any particular community.

In other words, students learn what they need to know.

Even timing is flexible. In most cases, students are only temporarily released from their work for study. During the busy farming season they have to return to the fields. There is also mobile training, with teams of educators paying regular visits in the villages.

Apart from technical/vocational courses, the centres also offer education in social and cultural areas. Young married couples learn how to bring up a new-born baby. Farmers, whose fingers may not have touched any instrument more delicate than a plough, may have a go at the Chinese lute, or even learn to read notes. Or compose a poem. The hard-earned literacy skills must be kept alive, alongside the manual and mental skills which are developed at the centres.

Women's education takes on a special significance. Although in theory, women have equal opportunities for education, their access to training has been limited due to their traditional role in family life. In the pilot centres, some 25-30% of the trainees are women, who are thus becoming more and more aware of their position and potential, as indeed their rights, in society.

So far, such multi-purpose adult education centres have been set up in thirteen provinces and have, in fact, become a way of daily life in rural China.

While the brunt of the cost has been borne by the Government and the communities themselves, Unesco's inputs in the initial phase, have enabled the centres to be used as social laboratories for experimenting with new teaching programmes, methods and materials. Unesco has also been able to draw the attention of policy makers and administrators to the important contribution which adult education programmes can make in the national modernization drive. At the same time, an international dialogue has been opened up between various United Nations agencies, NGOs and the Chinese educators. Thus, Unesco's role has been that of a catalyst and moderator, demonstrating the innovative nature of the programme.

Unesco's involvement in the second phase of the adult education programme has been made possible by a grant under funds-in-trust from a French NGO, Le Comité Catholique contre la Faim et pour le Développement (CCFD). This phase of the project will help the Chinese Department of Adult Education of the State Commission to set up resource centres to serve the above rural adult education schools.

On average, some 50,000 adult education instructors will be trained each year, using a mobile training approach in combination with regular training course and in-service training sessions. Teaching and reading materials will be researched and developed, seminars and workshops will be conducted on a variety of important issues, and study tours arranged for key staff to visit adult institutions in other parts of the world.

Again, Unesco is playing a catalytic role in a major national performance, where literacy is still at the core of events.

COMPARATIVE SUMMARY

ETHIOPIA

The Literacy and Post-Literacy Programme

1. Objectives

Universal literacy with a view to developing the all-round personality of the individual. To promote political consciousness, economic prosperity and social maturity in the context of functional literacy. To generate the development of manpower resources through continuing education.

2. Approach

National campaign launched in 1979 as basis for regular literacy and post-literacy programme with activities twice a year. Programme reinforced by continuing learning facilities such as reading rooms, community skill training centres and educational broadcasting.

3. Results

Since the revolution in 1974, illiteracy reduced from 93% to 24%. 9,400 reading rooms and 408 community skill training centres established.

4. Literacy use

A means of conscientization and tool for further learning. Even though post-literacy related to skills promotion, rural areas still offer few opportunities to use literacy skills outside the learning environment itself.

5. Unesco involvement

Technical advice and assistance through consultants, scholarships for government staff, seminars and workshops, etc. Analysis and promotion of experience in various publications, professional studies and at international conferences. Mobilization of international contributions through regular appeals.

ETHIOPIA

The Literacy and Post-literacy Programme

Ethiopia's written history goes back some three thousand years. Ethiopia is also the only country in Africa which has its own script.

Yet, at the time of the revolution in 1974, ninety three per cent of the population were illiterate, in some areas even more. In eleven out of fourteen regions, the literacy rate for women was only 0.5 per cent.

Clearly, a massive effort was needed to bring to the people what was already recognised as a fundamental human right: the access to knowledge. This could only be done by mobilizing all resources the country could muster. Student volunteers, peasant associations, government and non-government agencies, all worked together under the National Literacy Campaign, which was launched in 1979.

After ten years of persistent work and massive voluntary contributions, the illiteracy rate has now been reduced to 24 per cent. So successful was the campaign that Unesco awarded it the Literacy Prize not only once but several times.

Today, some 7.3 million people remain illiterate. This figure should be compared with 13.9 million in 1984, but there is still more work to be done.

Twice a year, between the farming seasons, the literacy "rounds" continue. A "round" is a four-month course leading to basic knowledge of reading, writing and calculation. Fifteen languages are used, all based on the Amharic alphabet.

The classes are held outdoors under a tree, in a communal hut, a school, or wherever suitable space can be found. The instructor, who is usually a student volunteer, uses a bamboo stick for a pointer, cut-out cardboard letters or hand printed letter cards. No fancy teaching aids are needed. Only the primers are printed in the capital city.

Having passed the beginners' stage, the learners go on to another four-month "round" in the post-literacy programme. Now they are introduced to four different sets of readers on a variety of topics, ranging from environmental education, agriculture and health, to civic and political education.

Gradually, Ethiopia is building up a system of continuing education through reading rooms, community skill training centres and educational broadcasting.

So far, 9,400 reading rooms have been built all over the

country, "room" in many cases meaning a whole building which has become the embryo of a community centre.

It goes without saying that some of these "rooms" are better equipped than others. Printing paper is in very short supply. So is duplicating and printing equipment. But at the very minimum, the easy language readers mentioned above are all available at the reading centre where they are studied by the post-literacy participants for two hours twice a week.

No doubt these textbooks and other publications which find their way into the centre help the learners to practice reading. They also carry important "messages". But are they also interesting enough to stimulate the mind and encourage further study? And what opportunities are there for writing?

Do people feel it was really worthwhile to spend all these hours learning to read and write when the literate world in many rural areas is still confined to the reading room? Even writing a letter to some distant relative makes little sense if there are no proper postal services.

Unfortunately, economic development did not go hand in hand with the literacy campaign. The economy took its own course at its own pace and was time and again set back by drought and civil war. Therefore, what planners call "a viable organic link" has yet to be created between the literacy and post-literacy programme. This is now a serious concern to the Ethiopian authorities.

The community skill training centres are seen as a step in that direction. Such centres have so far been set up at more than four hundred locations to train post-literate graduates in skills most needed in the communities.

The idea is that once trained in a certain skill at the centre, the new craftsmen - or women - will be gainfully employed by the peasant associations that sponsored their training in the first place. Certainly this is happening, but in many cases, the peasant associations do not yet have the necessary workshops or even tools to enable the new technicians to practice their trade. Some have managed to become self-employed, especially those men and women who learnt weaving in areas where there is a ready market for cloth.

A work-oriented adult literacy project was carried out with Unesco assistance already in the late sixties. In fact, some of the counterpart personnel trained at that time are still involved in running the literacy programme today.

It is always wise to learn from history. Maybe this "historical" project has some grains of wisdom buried in the files? Some innovative ideas that could be revived?

Over the years, Unesco has had many occasions to bring Ethiopia and its literacy experience to the attention of the world, both through studies and publications, and in regular appeals. These efforts have led to important contributions from

the international community. How, for example, could millions of readers have been produced without paper, ink and printing presses? All items which only hard currency can buy.

Most of the inputs channelled through Unesco have gone into training and exchange of professional knowledge. Scholarships have been arranged for key staff, seminars and workshops have helped raise the professional standard of staff at all levels. Consultants have brought in new ideas. A project for basic education has been started. Another project, while focussing on population, is supporting post-literacy through educational broadcasting, and so on.

Yet, over the past decade, the great bulk of the cost to run the literacy programme has been borne by the Ethiopian people themselves. Out of a total of \$53 million in cash alone, over 40% has been contributed by the population in taxes, 55% was allocated from the government budget, and only 5% came from international sources.

The post-literacy programme is now at a crucial point. Ethiopia's enormous investment, in cash, kind and human effort, and the impressive results achieved so far, must not be allowed to go to waste.

This is where the international community has a responsibility.

COMPARATIVE SUMMARY

JAMAICA

The Jamaican Movement for the Advancement of Literacy (JAMAL)

1. Objectives

To provide literacy and basic work skills training for non-literates aged 15 and above. To produce follow-up reading materials for newly literate people.

2. Approach

Sixteen adult education centres established and literacy classes organized all over the island. Media support (radio, television, press and publishing), and involvement of the private sector.

3. Results

Illiteracy reduced from 50% to 18% in the past 15 years. Since 1972, a quarter of a million people acquired literacy skills.

4. Literacy use

Needed for further study and to perform tasks in business and industry, and in society in general.

5. Unesco involvement

Technical assistance to evaluation. Recognition of achievements through literacy award.

JAMAICA

The Jamaican Movement for the Advancement of Literacy (JAMAL)

In the past 15 years, illiteracy in Jamaica has been reduced at a steady pace from almost 50% to less than 18%. What is interesting is that this impressive result has been achieved, not by a campaign but through a step by step approach, involving the public, the private sector, community groups and the media.

The prime mover of this effort has been the Jamaican Movement for the advancement of Literacy, better known as JAMAL. Since 1972, JAMAL has helped over a quarter of a million people learn how to read, write and calculate. For this achievement, the movement was awarded a literacy prize by Unesco in September 1989.

JAMAL was established by the Government to provide training in literacy and basic job skills for non-literates aged 15 and over. Later, it expanded its activities to include preventive measures, such as programmes to ensure more regular attendance in primary schools and the production of follow-up reading materials for the newly literate.

The task was considerable. A 1970 evaluation carried out in co-operation with Unesco, showed that more than 40% of the adult population was functionally illiterate. Another survey, eight years later, revealed that more than half of primary school graduates had inadequate reading and writing skills.

JAMAL tackled this situation by establishing literacy classes almost everywhere. In private homes, churches, community halls and schools. It also set up 16 adult education centres where part-time teachers, trained in the JAMAL adult education methodology, help adult learners to master the art of the written word.

Since 1982, emphasis has been placed on integrating literacy and basic job skills training for 15-25 year-olds in a wide range of areas, geared to demand in the students' home district. So far, over 1,200 persons have been trained and the majority of them have been able to find jobs. In many cases this training is organized in conjunction with established vocational programmes. In this way, resources can be shared and ideas exchanged, and everybody stands to benefit.

Two years ago, the University of the West Indies conducted a survey on the impact of literacy at the workplace. A number of motivational issues came to light in this survey. For one thing, company managers were largely ignorant about the literacy problems of their employees. They did not realise, for instance, that one out of every three workers interviewed were unable to write their company's name. Of those managers who had been acquainted with literacy programmes, many complained that workers

often used the time allotted to classes to attend to other affairs.

The workers, on the other hand, did not feel literacy was essential to do the jobs they were engaged in. So, the motivation to learn reading and writing was low.

Perhaps the most interesting finding to come out of the study was in response to a question whether illiteracy was a handicap. Among those workers who could read and write, 88% felt that illiteracy was a handicap whereas only 39% of the illiterate workers felt that was the case. In other words, the literate workers could see the benefits, the illiterate one did not know what they were missing.

Thus, motivation for literacy is not automatically guaranteed, even if the programme is based on occupational skills training. This is where the media can make a most valuable contribution. Newspapers and magazines, certainly, but also radio and television.

Realising the potential of communication support, JAMAL is operating its own radio studio where in 1988 alone some 290 radio programmes were produced with the assistance of Unesco. Ten television programmes were also produced and aired along with a national television quiz show. The quiz show has now become an annual event with prizes donated by private companies. Other regular events include "the JAMAL Week" which follows on International Literacy Day each September. And in 1989, JAMAL sponsored a "Year of the Reader" campaign with full support of the press and publishing companies.

This constructive involvement of the media in Jamaica, not only for literacy promotion, but also in population communication, health education and adult education in general, is somewhat of a model which may well find its application in other parts of the world. This is why a Unesco-sponsored project in Africa recently decided to send some of its key staff on a study tour to the Caribbean, to observe the Jamaican experience at first hand.

JAMAL's success is perhaps the more remarkable if one considers the financial restraints under which the movement has had to operate since the country's "structural adjustment" in 1983. Faced with a heavy debt burden, the Jamaican Government then had to cut the literacy budget in half, which forced JAMAL to reduce its staff from 730 to 117.

Local voluntary contributions and international assistance are essential. Over the years, several organizations have helped out with various kinds of equipment, scholarships, printing paper, etc. But much still remains to be done to make the success complete before the year 2,000.

COMPARATIVE SUMMARY

NEPAL

Training for Vocational Skills through Non-formal Adult Education

1. Objectives

To develop an integrated pilot programme of post-literacy and vocational training for newly literate youths and adults, based on their own identified vocational needs. To establish working relationships with local enterprises, NGOs and community institutions.

2. Approach

Following assessment of learning needs, local tradesmen trained as part-time post-literacy instructors. Learning groups formed around pilot Community Learning Centre. Vocational curriculum and supplementary learning materials developed by participants in discussion groups. Loan schemes and personal savings accounts established for participants to acquire their own tools of trade.

3. Results

Community Learning Centre established, equipped with sewing machines, ceramics wheel and books to cater for new literates. In 16 months, three groups of neo-literates (36 women and 12 men) trained in locally marketable skills, with literacy as an integral part of learning process. Some participants found employment, others gained admission to ten-month tailoring programme at the local high school. All participants now have personal bank accounts.

4. Literacy use

Letter communication with relatives and friends, applications, enquiries, simple book-keeping and management of personal bank accounts.

5. Unesco involvement

Technical advice and support to national workshop on non-formal vocational training. Regional workshops on development of training materials for literacy personnel. Promotion and recognition at international level of non-formal education materials developed in the country. Other Unesco involvement in the country includes advisory and technical support to basic education for rural

development. A major experimental project in Seti Zone is demonstrating how primary education, teacher training, adult education and literacy for young girls (Cheli-Beti) can work together in a systematic approach to rural development.

NEPAL

Training for Vocational Skills through Non-formal Adult Education

Why do people climb Mt. Everest? Because it is there, no doubt. Why do people learn to read and write? Not because the alphabet is there, certainly. In a culture which is extremely rich in visual symbols - every house in Nepal is a piece of art, every piece of clothing a poem - there would be no need for letters for people to express themselves. But reading, writing and arithmetic can bring new opportunities, not the least economic, but also social and cultural.

Therefore, literacy with a purpose is a guiding principle in Nepal's non-formal adult education programme.

Government policy regards literacy as one of the basic needs of the people. But, as happens in so many developing countries, the majority of primary school attendants drop out after only a few years of schooling. Although basically literate, they often have no opportunity to sustain their skills or continue their learning. They become literates in search of a purpose.

In late 1987, a national workshop on non-formal vocational training was held in Kathmandu by the Ministry of Education and Culture in co-operation with Unesco. The idea of a pilot project began to take form which later led to the establishment of a Community Learning Centre where neo-literate adults between 15 and 34 could receive post-literacy education as well as occupational training.

To learn and earn at the same time became the motto of this project which combined general education with vocational skills.

The pilot project was implemented by the Research Centre for Educational Innovation and Development (CERID) under a contract with Unesco. From the beginning, the project turned out to be a good example of local participation. Local people were consulted about the choice of occupational skills that would be most useful to the community. The potential learners themselves were asked about their personal interests and preferences. As a result, after much discussion, consensus was reached that the project should concentrate on two different areas of skills: tailoring for women and ceramic work for men.

After a week, when the project idea had been circulated in the pilot community, the would-be participants were given a literacy test, and only those neo-literates who scored fifty per cent and above in reading, writing and arithmetic were finally selected for the programme.

Learning facilitators were recruited among local people who

were already trained in vocational skills and qualified enough for teaching. Reading materials had already been developed by CERID in a Unesco-assisted project in 1987. These readers dealt with awareness-building in general, women's rights and rural health problems. As the project got underway, these readers were supplemented by learning materials developed by the participants themselves with the help of the CERID artist. Thus, easy-to-handle booklets were produced, each related to a particular vocational skills, e.g. how to cut and stitch a blouse, a bib or a kurta. How to make a bowl, a jar or candlestand, and so on.

Several learning groups were formed around the Community Learning Centre. Sewing machines and a ceramic wheel had been installed at the centre. These could be used, even outside the scheduled classes. A book collection was added to the Centre by donation. Even a loan fund was set up, and an individual savings scheme which would one day make it possible for the participants to purchase their own sewing machine.

A curriculum grid for the literacy component had been developed at a regional Unesco workshop in 1987. The principle, according to this grid was that in the beginning, literacy takes precedence over vocational skills, but later on, the emphasis is gradually shifted.

The vocational curriculum, on the other hand, was worked out by the participants themselves in discussion groups. In tailoring, the contents were divided into two major activities, baby-ware and women-ware, with five months of training devoted to each.

The ceramics contents covered mud preparation and shaping and the difference between traditional and modern glaze firing techniques.

The project by no means worked in isolation. Some very fruitful links were established with local development agencies, NGOs and industries in the surrounding community. For example, the Ceramics Promotion Project at Bhaktapur obtained ceramics materials for the trainees at reduced cost and also managed to find markets for the goods they produced.

Local tailor masters gave an opportunity for trainees to work as apprentices in their tailoring shops. Other women found employment in local garment factories.

The Women's Organization allocated money from the women's development fund and also provided interest-free loans to the participants.

The village political leadership - the Panchayat - and the local high school also took an active part in enriching the project with fresh ideas and material support. In fact, the chairperson of the high school managing committee also heads the Community Learning Centre. Thus, there is strong local commitment to make the project work.

But perhaps even more important: this commitment works both

ways. Since joining the project, the participants themselves have begun to take a deeper interest in their community. The village literally grew on them. They also grew as human beings, especially the girls and women of the tailoring group. Now, all of them have a personal account in the local branch of Nepal Bank. Their savings range from Rs 50 to 700. But regardless of the amount, with money in the bank, you have a standing in society.

The moment you sign a cheque from your own account, with your own hand, literacy is no longer just a skill, it is part of your personality.

COMPARATIVE SUMMARY

NICARAGUA

The National Literacy Campaign and its follow-up

1. Objectives

To eradicate illiteracy as a social phenomenon. To raise the political and social consciousness of the entire population. To create a basis for permanent adult education.

2. Approach

Initial mass campaign in 1980, followed up by post-literacy programme. Mini-campaigns in selected areas during the following ten-year period, in some cases oriented towards comprehensive basic education.

3. Results

Illiteracy reduced from 50% to 13% after initial campaign. Complete eradication in some areas after follow-up activities.

4. Literacy use

Initially a means of conscientization, at the follow-up stage, as a tool for further learning.

5. Unesco involvement

Technical assistance by international advisers. Worldwide exchange of professional information. Promotion of activities and results in publications, at international conferences and award of literacy prizes.

NICARAGUA

The National Literacy Campaign and its follow-up

"Now that we've finished the course and passed the exams, that doesn't mean that we're necessarily going to be doing a lot of reading. But we've discovered that we are able to learn."

That statement, by a Nicaraguan peasant, sums up, rather beautifully, the real achievement of the literacy campaign in 1980. The skills of reading, writing and calculation were the theme, but the main purpose of the campaign was to eradicate illiteracy as a social phenomenon. It was a logical continuation of the struggle which only months earlier had brought about the revolution. Literacy would give people the potential to learn, to know, and understand the goals and possibilities of that revolution.

Motivation posed no problem, neither among the literacy volunteers, nor among the people. The "cruzada" was seen as the next step in the revolution. Ignorance, as represented by illiteracy, was now going to be fought with the same guerrilla tactics as had been used against the former enemy. Even the terminology was retained. Over 85,000 student volunteers were trained as literacy "brigadistas" and assigned to "fronts" throughout the country.

From the very beginning, youth were heavily involved. Not only were they relatively easy to mobilize, they also constituted the new generation, which, in the revolutionary spirit, had to learn about the realities of life in Nicaragua, especially in the rural areas.

About six months before the actual campaign, thousands of high school students embarked on a door-to-door survey to find out about the existing literacy situation in the country. Some one-and-a-half million people were interviewed. Not only the literacy level was recorded, but also names, age, education and occupation, whether people were interested in learning, who would want to teach, and so on.

The census data was then tabulated manually by 2,500 specially trained volunteers, since the few computers that existed in the country could not be spared. Even so, the whole census took no more than a month and revealed that half of the population could neither read nor write. In some remote and isolated areas, illiteracy was almost total.

A Unesco census specialist who assisted in the operation, confirmed that the data were no less accurate than what you would get from a "professional" census.

Unorthodox methods were also used in the training of the "brigadistas". Inspired by the learning theories of Paulo Freire and other prominent educational philosophers, a pedagogy had been developed which relied on learners' participation rather than the traditional one-way teaching approach. This was the new methodology that was going to be used in the literacy campaign. The same principle was applied in the training workshops which were organized on a multiplier basis until every literacy promoter was familiar with the concept, and how it could be used for literacy teaching.

When the "brigadistas" entered their new communities to spend the next five months, they saw themselves as learning co-ordinators rather than instructors. Learning took place in discussion groups with a carefully designed workbook setting the scene for the dialogue.

The workbook began with a photograph of Augusto Cesar Sandino, the revolutionary leader, whose features were familiar to every villager in Nicaragua. After the discussion had established that Sandino was "the Guide of the Revolution", the literacy co-ordinator spelled the phrase out on the blackboard. As it happens, the word "La Revolucion" contains all the five vowels in the Spanish alphabet. In the second lesson, the name of another familiar political leader, Fonseca, introduced the learners to syllables. And so, the foundation for literacy learning had been laid.

At the end of five months, 406,056 people had passed the final examination. Illiteracy had been reduced to 13%.

When Unesco awarded the campaign the Literacy Prize in 1980, it was not only in recognition of the literacy achievements as such, but also for creating a base for a permanent adult education system.

Unesco's involvement goes back to the initial stage of the campaign, when an international adviser joined the planning team. Since then, the campaign has been featured in a number of Unesco publications and reviewed by educationists in Unesco-sponsored seminars and conferences.

So, what happened in the decade that followed the initial campaign?

Before returning home, the "brigadistas" had identified among the most advanced learners, a community member who could take on the role of monitor during the "sustaining period" that followed. These "people's educators", as they were called, later became the backbone of the Basic Adult Popular Education Programme which is now laying more and more emphasis on technical skills needed to improve the country's economy. Although still a very strong political factor, literacy is also becoming functional in a wider sense.

Despite the efforts of the main literacy campaign, some pockets of illiteracy still remained. Attacks and sabotage by the contras made work difficult in many areas. Also, the whole

socio-economic fabric had been upset by the war, forcing women and even children to work in the fields. For some of them, literacy could hardly be seen as a priority.

To remedy this situation, a series of moping-up operations and mini-campaigns were launched during the past ten years. Some of these campaigns developed into community development schemes with a literacy component. One such operation, at Cinco Pinos, achieved complete eradication of illiteracy in 1988 after using a comprehensive basic education approach. For this effort, the campaign received a special honorable mention by Unesco in 1989.

COMPARATIVE SUMMARY

SIERRA LEONE

Literacy and Civic Education for Women

1. Objectives

To follow up an earlier functional literacy programme for women by including civic education with a view to developing awareness of constitutional rights and duties.

2. Approach

Pilot literacy centres in 45 villages where 2,000 women will be trained over three years. Learning programme based on needs assessment in pilot villages. Participants involved in community projects.

3. Results

Project still in progress.

4. Literacy use

Needed to participate in community projects and for further learning about civic rights and duties.

5. Unesco involvement

Earlier assistance to training of literacy instructors and funds for learning materials. In present project, provision for national consultant, support to in-service training, research and evaluation, teaching/learning activities and materials, as well as equipment.

SIERRA LEONE

Literacy and Civic Education for Women

"Educate a man, and you educate an individual. But educate a women, and you educate a nation."

This oft-quoted wisdom is at the heart of a project in Sierra Leone which sees civic education as an entry point to literacy in addition to the more conventional home management skills which also form part of the "package".

Development authorities in Sierra Leone have long been concerned about the apparent indifference on the part of most young people towards taking full part in building the nation. Like in the western world today, many youngsters grow up without norms, floating in society, with only vague ideas about what is expected of them.

In government reports, the problems are cushioned in expressions like "rights and obligations of citizens", "concern for public funds and property", "respect for authority leadership role", "maintenance of good human relations", "responsible behaviour" and so on.

But what is "responsible behaviour"? And how can it be promoted? Family planning posters often appeal to teenage boys to act "responsibly" towards their girlfriend. But if the very sense of responsibility has not already been instilled in the mind from childhood, the poster is likely to miss the point.

Basic norms are formed at a very early age. This is where mothers - and fathers for that matter - must take their responsibility. This is why mothers, grandmothers, aunts and elder sisters need education. After all, the life of a young child is surrounded by women of all ages. They all make an impression on the future behaviour of that child.

In Sierra Leone, functional literacy programmes for women started in 1982 and three years later, the first batch of participants had successfully completed their training. In order to expand the programme, Unesco helped to train literacy instructors, and in 1987 also provided funds for the production of literacy primers, which for the first time included an element of civic education.

Still, "functionality" at that time, was taught through methods of farming, environmental sanitation, homecrafts and co-operative skills. Although important and necessary subjects, the Government eagerly wanted to test the idea of also including civic education in the curriculum, an approach which would go hand in hand with the Government's philosophy of Constructive Nationalism. Only by learning about their constitutional rights,

their civic rights and duties, and the importance of their role in society, could women hope to raise their status in society.

With funding from the Federal Republic of Germany, and technical assistance from Unesco, the pilot project got underway in October 1989.

The first step to be taken, was to find out information about existing women's programmes, and to assess the needs and motivations, as perceived by the women themselves in the pilot villages.

Pilot literacy centres will be set up in 45 villages in four rural areas where some 2,000 women will take part in the programme in the next three years.

Literacy organizers and tutors who were trained in the Unesco-sponsored course in 1987, will now share their knowledge with the trainers selected for the new project.

Literacy and post-literacy materials will be developed in line with the objectives and needs of the project, especially on civic education. Where materials already exist, these will of course be used.

The design of the teaching/learning programmes will be based on the needs assessment which is now carried out in the pilot villages.

The actual teaching will be done by 90 formal school teachers who will serve on a part-time basis. This means that each literacy and civic education centre will have two tutors.

Along with the learning activities, the participants will be involved in various community projects where their newly acquired knowledge can be put to practical use. In the process, their increased awareness of civic affairs and rights will benefit not only themselves, but also their families and society as a whole.

The project will be evaluated in 1991. After that, a high-level national seminar will be organized to discuss the experience of the project and the validity of the approach.

If all goes well, civic education may be introduced in all adult education programmes, perhaps also in the primary school curriculum. This would be yet another example of the catalytic role that Unesco can play even with a modest donor contribution.

COMPARATIVE SUMMARY

SOMALIA

Functional Literacy and Civic Education for Women

1. Objectives

To make 5-6,000 village women in three regions literate to a level which can be self-sustained with the help of post-literacy and civic education materials. To build up women's awareness of their civic rights and roles.

2. Approach

Functional literacy training organized around regional Family Life Education Centres, with civic education included in curriculum. 250 women community leaders selected and trained as instructors. Workshop organized to sensitize all non-formal education staff to new approach.

3. Results

In spite of literacy campaign carried out in 1975, 94% of women still illiterate. Present project still in progress.

4. Literacy use

Needed to study post-literacy materials, including newsletter on civic education. Interaction with basic education, based on community school concept.

5. Unesco involvement

In 1984, advisory support and technical assistance to the Institute of Women's Education. In present project, provision of international associate expert for 3 years, technical assistance to planning, management and monitoring. Study tours for government key personnel, printing equipment, and funds for the production of learning materials.

SOMALIA

Functional Literacy and Civic Education for Women

"If you know, teach; if you do not know, learn!" was the battle cry during Somalia's literacy campaign in the mid 1970s. The slogan was meant to mobilize, of course, but it also reflects an attitude to education. That learning is something that not only takes place at school. If it were, women would be forever disadvantaged.

The literacy campaign brought about a new consciousness among the people which in many ways transformed rural life. The campaign was based on community development, so a number of feeder roads were built, which opened up new markets. Youth clubs were started, games and rural drama were introduced, food taboos began to be questioned ... Unfortunately, drought struck and the campaign came to an abrupt halt in February 1975. Today, 94% of Somali women are still illiterate.

In 1984, a project to develop women's education in Somalia was started with financial support from AGFUND and Finland, and technical support from Unesco. The outcome of this project can be seen in a new strategy which the Institute of Women's Education has adopted to educate rural women through a network of Family Life Education Centres. The new approach sees family life education in a much wider perspective than the traditional, narrow concept of home economics, which used to prepare women for domestic chores alone.

The idea matured into a new project which Unesco is now supporting with further finance from FINNIDA. Three regions will be covered where family life education has been decentralized and where the Regional Centres have already been strengthened in terms of human and material resources.

By 1991, five to six thousand village women in the three regions will have taken part in the training activities. By that time they will not only have become literate but also learnt skills which will help them earn a better living for their families. But most important: they will have learnt about their rights as women, and how to exercise and defend those rights. In this regard, the project is rather unique.

The combination of civic education with functional literacy adds a new dimension to non-formal education for women. With this approach it is possible to achieve three objectives at the same time:

- To teach literacy and numeracy;
- To impart knowledge and develop skills according to the basic needs of the learners;
- To make women more aware of their civic rights and roles.

It goes without saying that the new idea has to take root, not only in the minds of the women themselves, but also among the educators, the civil service and the community leaders.

At the beginning of the project, therefore, a workshop was organised to sensitize non-formal education senior staff of all sectors - education, health, agriculture - to the benefits of this approach for the entire literacy and adult education effort in Somalia. Representatives of the Ministries of Interior and Justice also took part so that everybody could have a clear idea of what the law actually has to say on this matter.

While the project will make extensive use of national consultants and expertise, Unesco also provides a full-time international associate expert, who assists the staff of the Institution of Women's Education in implementing the programme.

At the same time, this Unesco expert is in a good position to liaise with other donors in the country, especially UNICEF, so that international assistance to women's education becomes a complementary effort without duplication.

In the 83 villages participating in the project, the functional literacy and civic education instructors are recruited among the rural women themselves. Some 250 women community leaders have been selected for this task and are now given special training at the Regional Centres.

Teaching/learning materials will be tailor-made to suit the various learning situations in the project. In this regard, the project is co-operating with the National Institute of Adult Education (NIAE), which has also agreed to use its newsletter, "Miyiga Maanta" as a vehicle for the post-literacy and civic education activities.

Other, already existing teaching/learning materials are also being reviewed since they may well turn out to be useful after some modifications.

Co-operation with NIAE will also extend to the village level, where the functional literacy and civic education activities for women will interact with basic education, based on the "Tuulo" community school concept, developed by NIAE.

Towards the end of the project, another workshop will be organised at the national level to discuss the experience in the three pilot regions. It is not unlikely that the outcome of that workshop will result in a blueprint for a nation-wide programme of functional literacy and civic education for women.

The developments in Somalia are well worth watching. Perhaps it is the women who will lead the way to Literacy for All by the Year 2000.

COMPARATIVE SUMMARY

PEOPLE'S DEMOCRATIC REPUBLIC OF YEMEN

National Literacy and Adult Education Programme

1. Objectives

To eradicate illiteracy among people aged 12 to 40. To organize follow-up courses for the new literates in a broader educational context. In the long-term, to build a system of continuing adult education, comprising both literacy and vocational training.

2. Approach

National campaign carried out for six months in 1984, heavily supported by radio and television. Women's training centres upgraded and expanded. Adult Education Council established to develop curricula in response to post-literacy needs.

3. Results

97% of target population enrolled in literacy classes, of whom 83% passed the final test. In the following year, enrolment of girls in formal schools increased dramatically, probably as a result of the literacy campaign.

4. Literacy use

Very limited since campaign focussed on basic literacy with no immediate post-literacy follow-up. By contrast, women who were taught productive skills in addition to literacy, were motivated to apply both skills in new working situations.

5. Unesco involvement

Technical assistance in the form of courses and workshops for trainers of trainers and staff of statistical units. Production of instructional materials and literacy readers, as well as radio and television programmes (180 educational TV units produced as a result of workshop). Support to upgrading of three women training centres and establishment of seven new such centres.

PEOPLE'S DEMOCRATIC REPUBLIC OF YEMEN

National Literacy and Adult Education Programme

What works in the laboratory may not always work in the real world. Unless, of course, the laboratory is the real world.

Five years ago, the social planners in the People's Democratic Republic of Yemen identified 194,000 people in the crucial age-group 12-40 as illiterate. 80% were women. The planners firmly believed that economic and social development could not take place with an illiterate population. So illiteracy had to be wiped out. It was to be done in six months.

From a global perspective, the exercise was small enough to be looked at as an experiment. Yet it was a full-scale mass mobilization campaign which drew the support of the entire society. Secondary students served as literacy instructors, or "pioneers", as they were called, guided and supervised by their regular teachers. Political and mass organizations were mobilized. Broadcast media, especially educational television, were used to the maximum, both to motivate the learners and to support the training of the instructors.

People from all walks of life, out of their own will and initiative, helped out at the grass-root level. Teachers and supervisors were put up for the night. Villagers opened up their houses, nomads their tents, for literacy classes to be held in the homes. Cold water, tea and food were brought. Some communities even provided vehicles and petrol to transport teachers around.

With financial assistance from AGFUND (the Arab Gulf Programme for UN Development Organizations), Unesco was able to support the campaign in a variety of ways. Courses and workshops were arranged to train the trainers. Instructional materials and programmes were broadcast regularly throughout the campaign. Later, statistics revealed that no less than 92% of the learners had followed those TV programmes.

All in all the achievements were impressive. 97% of the target population actually enrolled in literacy classes and only 14% dropped out. When the final literacy test was taken, 83% passed, which means they had acquired reading, writing and numeracy skills equivalent to the second primary school year level.

One reason why the statistics were both plentiful and accurate was a special effort by Unesco to raise the professional standard of the various units responsible for statistics and

planning in the Ministry of Education. This was done by bringing forty key staff together in a workshop well ahead of the actual campaign.

Another important Unesco contribution was the upgrading of the three existing Women's Training Centres, and the establishment of seven new centres. In fact, these training centres, where newly literate women are taught productive skills such as sewing, typing, cooking of nutritious foods, etc., probably hold the key to the real and sustained success of any literacy programmes.

In PDRY, the campaign as such was focussed on basic literacy, with no immediate post-literacy follow-up. Therefore, once the campaign was over, the enthusiasm faded and many participants gradually began to forget what they had learnt.

By contrast, those women who had an opportunity to combine their new knowledge of reading, writing and counting with productive skills were far more eager to remember and practise those skills. In fact, many women found employment, which opened up a whole new dimension in their lives.

And, perhaps even more significant: in the year that followed, the enrolment of school-age girls in formal educational institutions increased dramatically. This must be seen as a direct result of the literacy campaign. Whether in the end the parents retained their literacy or not.

Two important lessons could be learnt from the "experiment" in PDRY:

1. Given all-out political support, it is technically possible to make the majority of a population literate within a very short period of time;
2. But: this literacy is likely to be temporary, unless the campaign is linked up in a wider system of adult education.

With these lessons in mind, an Adult Education Council has now been set up in PDRY to develop adult education curricula in response to post-literacy needs.

Since 1984, more than 20,000 people attend post-literacy courses each year but much still remains to be done to link the literacy and numeracy skills to the economic and social opportunities in the country.

With further international co-operation, it is very likely that the PDRY "laboratory" may develop into a model for other Arab States and developing countries with similar problems and potential.

PART II : PROJECT PROPOSALS

Country: PEOPLE'S REPUBLIC OF CHINA
(Autonomous Region of Tibet)

Project Title: Support to the Adult Skill Training Centre
for Tibetan Traditional Handicrafts

Implementing Authority: Department of Education

Duration: 4 years

Overall Objectives: To upgrade the Skill Training Centre at Lhasa
into a principal training facility for handicraft skills to cater for trainees from the whole of Tibet.

External Funds Needed: \$ 308,000

Situation/problem:

Tibet remains one of China's most under-developed regions. The illiteracy rate is over 70% and primary school enrolment is no more than 40% despite massive inputs from the central government.

The arts and crafts industry forms an important part of the region's economy and the Tibetan people are proud of their long tradition in this regard. At present, the Lhasa district produces more than 1,000 different handicrafts and the industry employs a workforce of over 4,200, many of whom are illiterate. Lack of training and education, coupled with bad management and out-dated production facilities, has led to low output of poor quality.

In an effort to redress the situation, a Skill Training Centre was set up in 1985, where youth and adults learn traditional handicraft as well as liberal subjects, such as the Tibetan language, history, mathematics etc.

An interesting feature of the Centre is that it is almost entirely self-financed. Trainees work half-a-day per week in a factory run by the Centre, thus generating income to meet recurrent costs such as food and accommodation, staff salaries etc. The Centre also has a close relationship with local handicraft enterprises and experienced craftsmen and women are regularly invited to demonstrate their skills.

At the moment, the Centre is unable to fully meet the needs of the handicraft industry and is lacking in qualified teaching staff and up-to-date equipment. Plans are therefore underway to upgrade the Centre into A Technical Training Centre of Traditional Handicrafts for the whole region of Tibet.

Approach:

By supporting the expansion of the existing Centre, the Project will help raise the standard of technical skills training and at the same time provide alternative educational opportunities to Tibetan youth who have dropped out from the mainstream of formal education. Imparting skills and knowledge to the younger generation will also ensure continuity of Tibet's handicraft tradition.

Considering the appeal of Tibetan handicraft on the international market, efforts will be made to commercialize some of the items produced so as to earn hard currency for the development of the region in general.

Outputs:

- Enrolment increased from the present 120 to 360 trainees with 50% female participation;
- Progressive recruitment of a further 35 teachers: 5-10 graduates from Lhasa University and the Tibet Institute for Nationalities. 10 technicians from various handicraft enterprises recruited as teachers/instructors in their specific fields, and secondary school teachers, artisans and lamas having specialized skills;
- In-service training courses in co-operation with the Department of Education of the Regional People's Government and the University of Lhasa.
- As part of training course, participants will visit similar programmes in other parts of China: one group to visit vocationally-oriented adult education schemes in Jiangsu and Sichuan provinces; a second group to visit Inner Mongolia and the Jilin Korean autonomous district where training centres for traditional local handicrafts already established;
- Study visits to neighbouring countries, eg. Nepal and India for selected teaching staff;
- Advisory services to set up administrative and academic infrastructure for the Centre, incl. preparation of curricula with local teaching staff;
- Teaching materials in Tibetan compiled and translated from Chinese, and modified to reflect local conditions. Manuals prepared as self-learning materials for use by adults working in the industry;
- Research and preparation of a comprehensive resource book on Tibetan traditional handicrafts;
- Construction of additional classrooms, workshops and dormitories to accommodate 200 residential students from outside Lhasa;
- Workshop equipment installed and audio-visual teaching facilities provided in accordance with training needs.
- Transport facilities suited to the geographical and climatic conditions of Tibet.

<u>Budget:</u>	<u>PERSONNEL</u>	<u>TRAINING</u>	<u>EQUIPMENT</u>	<u>OTHER</u>	<u>TOTAL</u>
US\$	35,000	45,000	48,140	180,000*)	308,000

*) Incl. Construction costs in excess of Govt. contribution.

Country: ECUADOR

Project Title: Design, Production and Distribution of Innovative Instructional Materials for Rural Areas

Implementing Authority: Ministry of Education

Duration: 4 years

Overall Objectives: To improve the quality of education in rural areas through the design, production and rational use of instructional materials in various educational activities.

External Funds Needed: \$ 500,590

Situation/problem:

Education in rural areas of Ecuador is largely neglected by public and private organisations alike, in favour of efforts directed to the urban populations.

Unqualified rural teachers, combined with limited resources, tend to perpetuate outdated teaching methods, relying on "learning by rote" with a minimum of technical and pedagogical aids. The new educational materials that do get produced are more often than not too sophisticated and expensive and do not take the real needs of rural populations into account.

The Ministry of Education has made a commendable effort to produce textbooks in both Spanish and the local language for school children of Mestizo and Indian origin. Much more needs to be done, however, to develop instructional materials that will really improve the standard of education in rural schools.

Encouraged by the outcome of a recent Unesco-assisted national seminar on educational materials for basic education in rural areas, the Ministry of Education is now politically committed to implementing a pilot project for the production of innovative low-cost teaching materials, using local resources.

Approach:

Following a needs assessment, experimentation centres will be set up in selected provinces, where prototype materials will be developed. Teachers, educational personnel and community representatives will be trained to prepare and use the instructional materials on an experimental basis.

Large-scale production of selected prototypes will be done with national level support. Distribution of materials to the rural areas will be ensured through provincial networks of the Ministry of Education.

Approach (cont.)

Media support (press, radio and TV) will be solicited to promote the new concept and disseminate the results and experience of the pilot project.

Competitions will be organised at provincial and national level for the best designs and most innovative use of instructional materials.

Outputs:

- Case studies in each selected province, on training needs, production and use of instructional materials;
- A comprehensive training programme elaborated for the duration of the project;
- 25 specialists trained in project management at national level and 210 at provincial level;
- 2,100 teachers, 400 community educators and 400 community representatives trained in the production and use of instructional materials;
- Follow-up and evaluation sessions for the above teachers, community educators and representatives;
- Project impact analysis targetted at 8,000 people (pupils, teachers, parents, community representatives, educational authorities);
- 70 prototypes of selected instructional materials multiplied in production centres and distributed to educational institutions;
- 4 centres (one for each province) equipped for the production of educational materials;
- One national and 4 provincial competitions and exhibitions of newly developed materials;
- 84,000 pupils in rural areas benefitting from new, innovative instructional materials.

<u>Budget:</u>	<u>PERSONNEL</u>	<u>TRAINING</u>	<u>EQUIPMENT</u>	<u>OTHER</u>	<u>TOTAL</u>
US\$	30,000	130,000	230,000	110,590	500,590

Country: JORDAN (The West Bank)

Project Title: Literacy and Skills Training Centre for Women

Implementing Authority: Red Crescent Society, West Bank

Duration: 3 years

Overall Objectives: To establish literacy and skills training centres for women.

External Funds Needed: \$ 1,000,000

Situation/problem:

The West Bank has a population of nearly one million. Due to the economic and political situation in the area, most adults have had no proper formal education. Consequently, the illiteracy rate is high (49.5%), especially among women, most of whom are unskilled.

To help uneducated women, the Women's Branch of the Jordanian Red Crescent Society plans to establish literacy and skills training centres with the following functions:

- to organise literacy classes for women;
- to provide skills training for income-generation for newly literate women and school drop-out girls.

Approach:

Following a survey to assess the educational needs of women, the Project will develop a literacy programme based on skills training. A Unesco mission will prepare a detailed project proposal in co-operation with the Red Crescent Society.

Outputs:

- One main literacy and skills training centre for women and four satellite centres, equipped as appropriate, and with key personnel and instructors given initial training;
- Curriculum and teaching/learning materials designed and produced;
- Literacy and skills training courses for 5,000 women completed during the first phase of the Project.

<u>Budget:</u>	<u>PERSONNEL</u>	<u>TRAINING</u>	<u>EQUIPMENT</u>	<u>OTHER</u>	<u>TOTAL</u>
	40,000	120,000	250,000	90,000	500,000
			Government contribution:		<u>500,000</u>
			Total Project Cost US\$		1,000,000

Country: Democratic People's Republic of Korea

Project Title: Developmental Adult Education Programme in the DPRK

Implementing Authority: Ministry of Education

Duration: 3 years

Overall Objectives: To identify strategies for adult education geared to vocational training needs, and to develop integrated programmes of general education and vocational training for workers in the agricultural, industrial and fisheries sectors.

External Funds Needed: \$ 950,000

Situation/problem:

Adult education, which started with the launching of a literacy campaign after independence, is a priority of the Government's educational policy and forms an integral part of the national educational system.

In order to meet the specific needs of working people with varying educational backgrounds, several adult education institutions have been established independent of the formal education system. Most recently, the State Commission for Education has been encouraging regular universities to organise adult education activities geared to the needs of workers, farmers and fishermen.

The success of this approach has been demonstrated by a Unesco-assisted project in Kangwon Province which established an adult education programme for farmers in 1986 with the co-operation of the Agricultural University of Wonsan. A recent evaluation of this project showed that the teaching of general knowledge along with basic scientific principles, helped farmers understand modern farming methods and led to a marked increase in the quality of life for the farmers.

Encouraged by these results, it has now been decided to introduce such regular university extra-mural programmes on a national scale. In this context, the present Project is an umbrella project, with the following sub-projects:

- a) Adult Education for Farmers in Kangwon Province;
- b) Adult Education for Workers in the Chemical Industry, Hamhung City;
- c) Adult Education for Fishermen in Kangwon Province.

Although the above activities are principally financed by the Government of DPRK, external assistance is needed for two main reasons:

- 1) To gain access to experience from other countries;
- 2) To procure essential equipment which can only be obtained with hard currency.

Approach

For each sub-project, a strategy will be identified which will ensure the integration of general adult education with the vocational training needs of the working population in each area.

Using the facilities of regular universities, integrated programmes of comprehensive adult education will be developed in the context of life-long education.

Outputs: Sub-project a) Adult Education for Farmers in Kangwon Province

- 6,000 farmers benefitted from training courses organised by the Wonsan University of Agriculture;
- 3 self-study learning modules and 10 easy-to-read manuals for farmers prepared;
- Detailed farming chart for each of the 16 co-operative farms covered by the Project;
- Practical experiments and analyses in relation to agricultural production;

<u>Budget:</u>	<u>PERSONNEL</u>	<u>TRAINING</u>	<u>EQUIPMENT</u>	<u>OTHER</u>	<u>TOTAL</u>
		100,000	170,000	30,000	300,000
		Government contribution:			<u>1,110,000</u>
		Total sub-project cost US\$			1,410,000

Outputs: Sub-project b) Adult Education for Workers in the Chemical Industry

- Teaching programmes for workers and technicians designed and delivered by the University of Hamhung, covering three main study groups according to educational levels, ie.
 - * non-formal secondary level: 20-25 participants per unit, 23 units.
 - * formal secondary education: 1,500 participants per year.
 - * technicians and engineers: 200 participants per year.
- Easy-to-read reference books and materials for use in above training;
- Data collection by 100 lecturers and 330 students and assistance to workers in the proper management of technical processes;
- Applied research related to immediate needs of factories, involving 260 lecturers and researchers and 600 students. Findings disseminated through adult education programmes.

Outputs (cont.)

- Technical assistance to workers to help solve problems arising in the field and to put newly-acquired skills into practice.

<u>Budget:</u>	<u>PERSONNEL</u>	<u>TRAINING</u>	<u>EQUIPMENT</u>	<u>OTHER</u>	<u>TOTAL</u>
					500,000
			Government contribution		490,000
			Total sub-project cost \$		<u>990,000</u>

Outputs: Sub-project c) Adult Education for Fishermen

- Training programmes for fishermen designed and delivered by the Wonsan University of Fisheries, covering three main study groups according to educational levels, ie.
 - * non-formal secondary level: 20-25 participants per unit, 25 units.
 - * formal secondary education: 1,650 fishermen per year.
 - * technicians working in the fishing industry: 150 part. per year.
- Modular learning materials for use in above training activities;
- Lecturers sent to selected fishing co-operatives to organise study groups for fishermen and technicians in co-operation with local trade unions and youth organisations.
- Applied research to assist fishing co-operatives to diversify and improve quantity and quality of their marine products;
- Technical assistance to fishermen to help solve problems occurring in work situation and to put newly-acquired skills into practice;
- Study-tour abroad for key staff to exchange information and experience;

<u>Budget:</u>	<u>PERSONNEL</u>	<u>TRAINING</u>	<u>EQUIPMENT</u>	<u>OTHER</u>	<u>TOTAL</u>
		25,000	116,000	9,000	150,000
			Government contribution		<u>681,000</u>
			Total sub-project cost US\$		<u>831,000</u>

Country: PEOPLE'S REPUBLIC OF MONGOLIA

Project Title: Developmental Adult Education
for Cattle-Breeders

Implementing Authority: Ministry of Education

Duration: 3 years

Overall Objectives: To introduce a work-oriented education-cum-training programme for nomadic cattle-breeders and strengthen the capacity of the Ministry of Education in the field of adult education.

External Funds Needed:

UNDP	\$ 231,600
Other donors	240,000

Situation/problem:

Livestock contributes 78% to overall agriculture production. Most cattle are reared by traditional cattle-breeders who live in the vast and thinly populated pastoral regions.

Because of their lifestyle, nomads run the risk of being left out from the mainstream of national development. Their basic education is usually below the national average and since their daily working environment requires little written information, many cattle-breeders are likely to relapse into semi-illiteracy.

While the Mongolian general education system is both comprehensive and poly-technical, it is felt that efforts made so far in the field of adult education are not enough to meet the needs of the nomadic rural population. Cattle-breeders need continuing education/training on animal husbandry and basic science related to their work. On the one hand, the older generation lack knowledge of modern techniques. On the other, young cattle-breeders, who have had their schooling in the city, tend to neglect valuable traditional methods based on generations of experience. An urgent role for non-formal education is to bridge this gap and at the same time to help the nomadic cattle-breeders keep abreast of the educational and cultural developments of the population as a whole.

Approach:

An experimental education-cum-training programme will be conducted in three counties. A one month residential course will be followed by a nine month self-study period, assisted by secondary school teachers and other volunteers as tutors. Initially, about 2,000 young cattle-breeders will benefit from the course, but it is envisaged that eventually, the course will be expanded to include all adults in the rural areas.

New self-learning materials, including teachers' guides, will be produced, tested and printed. The contents of these materials will be specifically tailored to the needs of the cattle-breeders, both in terms of practical

knowledge and vocational skills.

A national project co-ordinator, supported by consultancy and advisory services of Unesco, will be responsible for the project. The syllabus and new learning materials will be designed in collaboration with the Ministry of Education's Adult Education Section and researchers from the Institute of Pedagogy.

Other ministries and social organisations will be encouraged to co-operate by providing supplementary readers etc.

Outputs:

- Workshop on design of new curriculum and learning materials;
- Feasibility study on living conditions and educational needs of nomadic cattle-breeders;
- Textbooks and teachers' guides;
- Training courses on planning and preparation of adult education programmes and methods, incl. distance learning;
- Study-tours abroad for Ministry of Education officials;
- Training of 120 secondary school teachers taking part in the education-cum-training programme;
- Setting-up of production unit for instructional materials;
- Assessment of equipment needs;
- Mobile classrooms (mini-buses), equipped with audio-visual teaching aids, books and simple laboratory equipment, allocated to each experimental region;
- Short-term training and consultancies to develop distance learning system;
- National seminar on distance learning;
- Training of voluntary tutors.

<u>Budget:</u>	<u>PERSONNEL</u>	<u>TRAINING</u>	<u>EQUIPMENT</u>	<u>OTHER</u>	<u>TOTAL</u>
UNDP	40,000	22,000	101,000	37,000	200,00
Other donor	30,000	60,000	135,000	15,000	240,00
					440,00
				Government contribution:	1,500,00
				Total Project Cost	US\$ 1,940,00

Country: NIGER

Project Title: Support to National Literacy and Post-literacy Programme within the framework of Adult Education

Implementing Authority: Ministry of Planning

Duration: 3 years

Overall Objectives: To develop a strategy for implementing a functional literacy and post-literacy programme, based on applied research. To strengthen the capacity of the Directorate of Literacy and Adult Education.

External Funds Needed: \$ 4,480,000

Situation/problem:

With an illiteracy rate of almost 80% and very limited coverage of the formal education system, Niger is in urgent need of an adult education programme with functional literacy as a major component.

Mass literacy efforts in the past have had disappointing results due to lack of resources in general, a weak infrastructure with poorly trained staff and lack of motivation on the part of the population.

Since 1985, the concept of functional literacy has been adopted and tried out in two campaigns. While the achievements of these campaigns were encouraging, they still fell far short of the targets set in the current Five Year Plan.

Popular motivation for literacy remains a problem even though adult education activities are geared to support development objectives and efforts. To be effective, however, such efforts need to be backed up by an infrastructure of well trained staff, adequate facilities for the design and production of teaching/learning materials, and proper logistical arrangements.

Especially at the field level, the lack of senior staff is seriously hampering adult education activities which require any degree of specialization.

Materials production and printing facilities are excessively old and frequently out of order due to lack of spareparts and maintenance personnel. The same is true for the fleet of vehicles which is operating beyond its span of life.

An annual literary competition will be organised with a view to stimulating interest in literacy in general and among neo-literates in particular.

Approach:

The new strategy of functional literacy will involve a large degree of autonomy on the part of the field units, with the central office mainly responsible for monitoring and evaluation, research and innovation, staff training and production of post-literacy material for use all over the country.

To create the necessary expertise, both at the centre and in the field, short- and long-term training will be organised for key staff involved in programme formulation, execution and evaluation, as well as design of teaching/learning materials.

Seminars and workshops will be organised for field staff to introduce new techniques and ideas for integrating literacy teaching into a development-oriented adult education programme. Special attention will be given to the formulation of literacy programmes for women.

The facilities for producing teaching/learning materials will be upgraded both at the centre and in the field.

The post-literacy programme will be supported both in terms of suitable readers in several languages and by promoting income-generating activities which will enable the neo-literates to make use of their literacy skills.

Considerable attention will be given to the research function of the Directorate of Literacy and Adult Education.

Finally, to improve the logistical situation, additional vehicles will be provided, along with funds for maintenance and operation.

Outputs:

- Long-term training for 8 key staff in programme formulation, evaluation and teaching/learning materials design;
- Short-term courses for field staff in co-operative management; design, production and utilization of teaching aids; and project formulation, implementation and evaluation;
- Seminars and workshops for 200 field staff on various themes related to field implementation of literacy and post-literacy programmes, incl. special programmes for women;
- Three existing printing facilities upgraded;
- 15 field production units equipped;
- 5 easy-to-read post-literacy booklets produced each year in 5 languages;
- 150 income-generating activities promoted (shops, mills etc.);

Outputs (cont.)

- 8 manuals, based on research findings related to various literacy issues produced and distributed;
- Applied research conducted in two linguistic areas;
- 11 four-wheel drive vehicles provided and maintenance of entire fleet of vehicles (24) secured;
- One literary competition for neo-literates organised each year.

<u>Budget</u>	<u>PERSONNEL</u>	<u>TRAINING</u>	<u>EQUIPMENT</u>	<u>OTHER*)</u>	<u>TOTAL</u>
US\$		762,590	2,800,636	918,181	4,481,407

*) incl. research

<u>Country:</u>	Papua New Guinea
<u>Project Title:</u>	National Literacy Programme
<u>Implementing Authority:</u>	Department of Education
<u>Duration:</u>	To be determined
<u>Overall objectives:</u>	To establish an institutional framework for a sustained literacy programme in PNG. To significantly reduce illiteracy, and to integrate literacy firmly into the national development efforts.
<u>External Funds Needed:</u>	To be determined

Situation/problem:

Due to the geo-cultural situation, illiteracy is still a major issue in Papua New Guinea. The low density of the population, lack of trained educational personnel and funds make it difficult to enrol children of school age in primary school. While English, Pidgin English (Tok Pisin) and Motu serve as lingua franca, there are some 700 indigenous languages spoken in the country among a population of 3 million.

In terms of educational policy, both primary education and non-formal education, with emphasis on adult literacy, are considered priority areas. Literacy is viewed in relation to the national socio-economic development process and is regarded as a tool to gain knowledge and develop skills for improving production and raising the quality of life.

Over the years, various experiments for the promotion of literacy have been carried out, but a comprehensive literacy and post-literacy programme has yet to be formulated.

Approach:

As a first step, a Unesco mission, financed by UNDP, will review the literacy situation in Papua New Guinea, particularly in relation to on-going non-formal education programmes. This mission is expected to set the scene for a comprehensive project of assistance which will help the Papua New Guinea government launch a nation-wide literacy programme.

Such a programme should be of considerable interest to world literacy experts, as it could serve as an ideal social "laboratory" for literacy-related problems. It will be a challenging programme, given the diversity of languages and calculating systems, coupled with physical problems in terms of communication and logistics.

Outputs and budget required:

To be determined as part of the above project formulation mission.

Country: SRI LANKA (District of Kandy)

Project Title: Roads to Rural Recovery

Implementing Authority: Harispathuwa Education Development Foundation (NGO)

Duration: 4 years

Overall Objectives: To promote income-generating skills through adult education with emphasis on early school drop-outs in rural areas.

External Funds Needed: \$ 1,380,000

Situation/problem:

Among the developing countries, Sri Lanka has one of the highest literacy rates, 88%. Yet, the majority of subsistence farmers, who make up the rural population, fall below the poverty line. It is felt that the rural population, due to its relative seclusion from the more privileged social groups, is in danger of being left out of the mainstream of national development.

Adult education forms an essential part of the national education system but there is a need to bring those efforts closer to the rural communities. Basic literacy must be made functional and geared to income-generation, employment and self employment.

The situation in the Kandy district is perhaps the more serious, where the size of small holdings (0.65 acres) is only one third of the national average. This fact has led to acute unemployment in the villages.

Kandy is also a multi-ethnic and multi-lingual society where adult education can play a major role in fostering national harmony.

Approach

The main emphasis of the project is to attract early drop-outs from the formal school system and provide the vocational skills that will enable them to pursue a new career, either through employment or self employment, in Sri Lanka (eg. in the Greater Colombo Economic Zone) or abroad (eg. the Arab Gulf countries).

Progressively, the Project will establish three kinds of adult education centres:

1. Centres to teach practical English and Arabic.
2. Technical Training Centres.
3. Driver's Training Centre.

Study-tours and fellowships abroad will be organised for selected Project personnel to gain appropriate knowledge and experience from adult education programmes in other parts of the world.

Approach (cont.)

Given the cultural tradition of the Kandy District, traditional dance will be promoted as a means of earning additional income from tourism.

Seminars and study groups, involving a cross-section of the society, will be organised to discuss issues that divide or unite a multi-ethnic community with a view to fostering national harmony.

The Project will be assisted by a National Technical Support Committee, headed by the Minister of Higher Education, Science and Technology.

Outputs:

- 100 language teaching centres established in 13 electorates of the District. Each centre to cater for about 100 persons;
- 13 Technical Training Centres established, to accommodate 50 trainees (male and female) in each centre;
- Driver's Training Centre established;
- 130,000 proficient in English and Arabic per year;
- 1,300 trainees taught skills in either of the following disciplines:
 - a. English shorthand/typing
 - b. Computer operation
 - c. Motor mechanics
 - d. Lathe operation
 - e. Woodwork & carpentry
 - f. Welding
 - g. Radio & TV repair
 - h. Auto electricity
 - i. Housekeeping
 - j. Sewing
 - k. Driving
- Traditional dance troupes supported for economic benefits;
- Selected self employment ventures supported;
- Public seminars and youth camps organised to promote national unity.

<u>Budget:</u>	<u>PERSONNEL</u>	<u>TRAINING</u>	<u>EQUIPMENT</u>	<u>OTHER</u>	<u>TOTAL</u>
	437,280	330,000	480,000	132,720	1,380,000
			Local contribution: (Rs. 25,000,000)		

Country: SUBREGIONAL (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama)

Project Title: Support to Innovative Educational Experiences for Rural and Urban-marginal Women in the Countries of the Central American Isthmus

Implementing Authority: Ministries of Education

Duration: 3 years

Overall Objectives: To contribute to the education of women in rural and urban-marginal areas in Central American countries in respect of job training and the improvement of the quality of life and evolve programmes directed to the condition of women.

External Funds Needed: \$ 1,000,000

Situation/problem:

The Central American subregion has the highest illiteracy rate in Latin America, with women in rural and urban-marginal areas the most affected. Also, the economic crisis faced by Central American countries has led to extreme poverty. With many men migrating to take up jobs in other areas, a large number of women have to assume the dual responsibility as heads of households and income-earners. The majority have little or no preparation for employment.

Approach:

Two innovative and experimental projects will be implemented in each of the Central American countries with a view to promoting literacy and post-literacy for women in rural and urban-marginal areas. Educational materials will be prepared and published on issues related to the situation of women, including attitudes common in society which discriminate against women. Attitudes of respect and change of behaviour will be promoted.

Outputs:

- Criteria and guidelines for the formulation of innovative and experimental projects in literacy and post-literacy;
- Educational modules designed and applied in selected educational centres on an experimental basis;
- Training courses assessed and each project evaluated by country;

Outputs (cont.)

- Research studies, by country, on the differences between the situation of women in urban-marginal and rural areas;
- A series of researched booklets for newly literate readers.

Budget:

Total Project Cost: US\$ 1,000,000

The above Project is conceived within the framework of the second objective of the Major Project in the Field of Education in Latin America and the Caribbean.

Country: SUBREGIONAL (Seven Pacific Island States)

Project Title (tentative): Mobilization of existing networks of personnel as promoters of literacy and numeracy instruction in Pacific Island villages.

Implementing Authority: Ministries of Education in collaboration with other ministries and agencies as appropriate.

Duration: 2 years (initially)

Overall Objective: To create a village-based thrust for national literacy and numeracy activities in combination with teaching of practical skills.

External Funds Needed: \$ 500,000

Situation/problem:

Functional illiteracy in the Pacific Islands is a problem of particular importance in the rural areas. To carry literacy programmes into the rural villages requires a delivery system which can put the efforts in a broader context of human and community development. So far, these efforts have largely been targetted at the urban and peri-urban populations.

Village development workers, including those volunteers who have been assigned under the UNV Domestic Development Scheme (DDS), are usually not involved in any literacy instruction. In response to the challenges of ILY, however, UNV/Geneva is prepared to make its DDS network available for literacy promotion and teaching. It goes without saying that the volunteers already on post, are entirely unprepared for this additional responsibility.

Approach:

Given the particular characteristics of island communities in terms of geographical isolation, population size and distribution etc. the Project seeks to explore less conventional ways of bringing literacy programmes into the rural areas. Thus, existing networks of personnel will be identified who either are in regular contact with the rural populations as part of their professional responsibilities, or, alternatively, are actually posted in the rural areas.

One such network is the UNV/DDS mentioned above. As of 1990, fifty UN volunteers will be working in Pacific communities, teaching skills most in demand in their respective place of work, ie. fishing, farming, carpentry, small motor mechanics, accounting and small business operation, youth leadership etc. Literacy instruction in the context of those practical skills will be added to the duties of the volunteers and other village-level workers who will be specially trained and equipped for the task.

Approach (cont.)

A resident co-ordinator will be based in Apia to liaise with all participating governments and national officers designated to act as in-country contacts for all interactions with the Project.

An inventory of all skills, by village/country, will be drawn up with a view to suggesting ways in which literacy and numeracy can interact with the vocational skill in a given setting.

Consultants will be engaged to assist in the training and preparation of teaching/learning materials.

Outputs:

- Host-country agreement with modified use of UNV/DDS workers to be assigned to participating villages in seven Pacific Island States;
- Training modules, some self-contained, to prepare DDS workers to assume their newly-assigned responsibilities as village literacy promoters in the context of vocational training;
- A standardized appraisal manual for use by literacy workers to enable systematic collection of pre-, on-going, and post-literacy programme data;
- Literacy support materials in the local language, ie. posters, leaflets, and, where feasible, instructional materials.

<u>Budget:</u>	<u>PERSONNEL</u>	<u>TRAINING</u>	<u>EQUIPMENT</u>	<u>OTHER</u>	<u>TOTAL</u>
US\$	240,000	100,000	74,000	86,000	500,000

Country: THE SOCIALIST REPUBLIC OF VIETNAM

Project Title: Non-formal Education Centres for Vocational Training

Implementing Authority: Vietnam General Confederation of Labour

Duration: 3 years

Overall Objectives: To establish vocational training programmes for workers in order to develop self-reliance and utilize the full potential of the work-force.

External Funds Needed: \$ 730,000

Situation/problem:

In spite of efforts to reduce the population growth, Vietnam's labour force will increase by over a million people a year over the next fifteen years. In addition, a large number of demobilized soldiers and war invalids find themselves on the labour market, already crowded with unemployed youth.

Although 12 years of general education is compulsory, half of the pupils drop out before entering secondary school due to economic reasons. At present, 8 million people remain illiterate. Every year, nearly one million young people are unable to continue their learning or enter regular vocational training schools.

The State system of professional education can only receive 10% of adults aged 16 to 24. Therefore, Government is encouraging the establishment of vocational training centres in the communities and townships, with the joint aid of the State, the people and the trainees themselves. In addition, private vocational training centres have recently been approved.

The decentralized vocational training centres provide short-term training courses in direct response to the needs of the trainees, especially in the field of small industry and handicrafts, which plays a major role in the national economy. A total of 500 such centres are expected to be in operation before the end of the decade.

The success of this effort will depend on the quality of the teaching programmes, both in terms of content and teaching methodology. At the moment, however, there is a lack of specialised teachers, learning materials are either insufficient or outdated and there is little exchange of information and experience.

Approach:

A model programme will be developed which can be considered as a core for all non-formal vocational training programmes. Since the open short-term vocational training courses are not dependent on conventional educational standards, experiments will be carried out in respect of teaching/learning methods, new technical teaching aids and materials etc.

Special attention will be given to the training needs of socially disadvantaged groups, ie. workers with limited basic education, unemployed youth, demobilized soldiers and the disabled.

Outputs:

- Training programmes for trades where the need is greatest;
- Workshops and working groups to develop learning materials;
- Teaching/learning materials revised and printed;
- Training courses and study tours abroad for managerial staff in the various vocational training centres;
- Model centre equipped with facilities and prototype teaching/learning aids to serve as demonstration for other centres;
- Network of regional centres for teacher training, incl. foreign language studies to enable teachers to gain access to new knowledge from international sources;
- Information centre for the dissemination of documentation on education and training.

<u>Budget:</u>	<u>PERSONNEL</u>	<u>TRAINING</u>	<u>EQUIPMENT</u>	<u>OTHER</u>	<u>TOTAL</u>
	140,000	100,000	360,000	132,000	730,000
			Government contribution:		<u>500,000</u>
			Total Project Cost: US\$		1,230,000